

University Council for Modern Languages Scotland

1+2: Looking Back and Moving Forward

To 2020 and Beyond for Scotland's 1+2 Language Policy

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Foreword

Wer fremde Sprachen nicht kennt, weiß nichts von seiner eigenen.

Who knows no other languages knows nothing about their own. J.W. Goethe

Language Learning in Scotland is alive – but we know that much is still to be done to ‘normalise’ language learning as part of our individual lives and society in general.

Great progress has been made, but we need to focus also on what we can improve, across sectors and collaboratively, to make 1+2 a success.

Our Action Plan is **Looking Back** and **Moving Forward**.

We consulted extensively across sectors, with different stakeholders and also as part of the Strategic Implementation Groups in order to support and enhance the government’s ‘Language Learning in Schools-Strategic Plan for Implementation’.

I would like to thank everybody who has contributed to the consultation process.

We focus in our UCMLS Action Plan on cross-sector collaborative actions in which we as Higher Education institutions continue to contribute, but highlight also areas of work in which others will need to take the lead.

In our universities we strive to promote the link between the study of languages and cultures across disciplines and professions in teaching, learning and research. Internationalisation processes in institutions and in wider society are linked to openness and understanding of ideas and practices conceptualised and expressed in ‘other’ languages and cultures.

Collaborative cross-sector work is effective and essential.

We hope that our Action Plan will inform and inspire us all to make 1+2 a success in Scotland.

Marion Spöring
Chair UCMLS

March 2017

Key to Abbreviations

ADES	Association of Directors of Education Scotland
CLPL	Career Long Professional Learning
DYW	Developing the Young Workforce
ES	Education Scotland
FE & HE	Further and Higher Education
GTCS	General Teaching Council of Scotland
ITE	Initial Teacher Education
LA	Local Authorities
LANGS	Languages Network Group Scotland
LinC	Languages into Colleges
OWRI	Open World Research Initiative
SALT	Scottish Association of Language Teaching
SCDE	Scottish Council of Deans of Education
SCILT	Scotland's National Centre for Languages
SDS	Skills Development Scotland
SG	Scottish Government
SIG	Strategic Implementation Group
SQA	Scottish Qualification Authority
TEI	Teacher Education Institutes

Setting the Context

In 2011, the current government launched its 1+2 language policy and stated its commitment to “create the conditions in which every child [in Scotland] will learn two languages in addition to their own mother tongue” over the course of two parliaments or ten years (SNP Manifesto, 2011). In 2012, the Scottish Government Languages Working Group produced a report with 35 recommendations (Scottish Government, 2012). These included two aimed at the teaching sector of further and higher education

#19	The Working Group recommends that there be further engagement with the FE and HE sectors with a view to the development of the experience of language learning for students. (p. 26)
#23	[...] that universities work together as a consortium of university providers to support delivery of the 1+2 policy and that languages departments in universities play a greater role in working with schools subject to appropriate funding. (p. 30)

In responding to the Working Group’s Report the Government fully accepted Recommendation 19 but only partially Recommendation 23:

SG recognises the role that the HE sector can play in supporting the 1+2 policy. It is for universities themselves to decide what contribution the development of consortium arrangements can bring to their engagement with schools

In response to the above, the Scottish branch of the University Council for Modern Languages in Scotland (UCMLS), which represents the interests of university staff working in modern languages, linguistics, cultural and area studies, has committed part of its work since 2013 to supporting the Government's efforts to implement the 1+2 language policy through a range of cross-sector initiatives, outlined later in this paper. We realise that a successful language policy and implementation can only be achieved if there is an overarching strategy and commitment by all education sectors and stakeholders. Indeed, we believe that a commitment to lifelong learning across society as whole, normalising language learning as part of the development of individuals is not just beneficial for the economy and employability, but also for cultural, human benefit. Human ‘capital’ is more than individuals improving their capacity to earn a living, but to live in a truly humanistic community where values of tolerance, diversity of experience and knowledge creation and sharing, mutual respect are key qualities of society.

The Languages Working Group also set out some short-, medium- and long-term milestones (ibid: 39-40) as per below

Figure 1: Proposed Objectives from Languages Working Group to Implementation Group

The Implementation Group should consider the short, medium and long term objectives required for successful delivery of the 1+2 policy. Among others, these include:

Short term

- Setting up of an Implementation Group following Ministerial response to the Report and Recommendations of the Languages Working Group.
- Invitation to key stakeholder bodies, e.g. ADES, COSLA, Education Scotland, Scotland's National Centre for Languages, SQA, GTCS, teaching unions, parent bodies, SCIS, universities (including STEC) business community (including CBI), Funding Council, etc. to contribute to the development of an engagement strategy including a possible languages summit to be held by the end of 2012
- Audit and review of staffing and professional development support required by primary and secondary schools to deliver 1+2 policy, including building on existing MLPS training/CPD strengths
- Piloting and trialling of 1+2 projects, especially around the introduction of L2 and L3 languages in primary schools, during the school year 2012-13
- Piloting and trialling of delivery of L3 in secondary schools
- Implementation Group to engage with British Council, Scotland's National Centre for Languages and local authorities on appointment of FLAs and other native speakers
- Preparation and dissemination of publicity materials (on-line and print) on the importance of language learning and the nature of the 1 + 2 policy aimed at parents, pupils, students, teachers and the business community

Medium term (2013 onwards)

- Discussions on future language qualifications of teachers, including encouragement of more qualified language teachers gaining qualifications/accreditation in additional languages – Scottish Government, Local Authorities, schools, universities, GTCS
- Review of piloting and trialling projects and dissemination of best practice
- Trialling of a range of curriculum & assessment materials across a range of primary schools (relevant to issues of progression)
- Development of university ITE and CPD for primary and secondary teachers involved in 1+2 delivery
- Development of guidance and provision of CPD for FLAs and other native speakers involved in supporting delivery of 1+2 policy
- Development of examples of good practice in language teaching in schools to showcase online or at events associated with language learning

Longer term (2015 onwards)

Review of all aspects of 1+2 implementation to include:

- review of implementation of earlier P1 access to language learning to identify and consider ongoing emerging implications for 1+2 policy
- review of nature, structure and content of qualifications and examination to take account of implementation of 1+2 policy

(Scottish Government Languages Working Group, 2012: 39-40)

It is not our intention to examine to what extent the above aims have been achieved because this goes beyond our remit. We do recognise however, that there have been fundamental changes in context since the publication of the report, particularly in recent times.

Significantly, the UK as a whole voted in June 2016 to leave the European Union, although in Scotland, Northern Ireland, as well as in certain regions and cities within the UK, the majority vote was to remain. The 'Brexit' process poses challenges on many fronts; however, the need for language and cultural learning and exchange of people, whether staff, student, visitor or employee, is not diminished, but of even greater importance.

The findings of the 2015 Scottish Social Attitudes Survey (Scottish Government, 2016) suggest that there is some recognition of this amongst Scottish society. 89 % of respondents, regardless of their socio-economic background or prior language learning experience, expressed the belief that learning languages other than English in school is important from an early age. Data extracted from the Higher Education Statistics Agency (HESA) show a 11% increase in the number of graduates who have taken a language component as part of their degree (e.g. at Honours level) in Scotland (specialist and non – specialist linguists) from 2.830 in 2010/11 to 3.145 in 2014/15.

At school level, SQA statistics show that since 2014 there have been increases in language entries at Higher and at Advanced Higher, in contrast to continuing decline in equivalent post-16 exams in other parts of the UK. At the same time, language entries below Higher fell by 21% over the same period, and by 49% since 2012 (most likely due to the narrowing of subject choices) (cf. Figure 2). Combined with the other challenges identified by respondents to our consultations, the concerns about the likelihood of 1+2 being implemented in the time frame proposed must be taken on board and acted upon.

Figure 2: Entries and Trends for SQA Language Qualifications 2012-16

Year	below Higher	Higher	Adv. Higher	Languages
2012	45523	8063	1098	Cantonese, French, Gaelic (Learners), German, Italian, Latin, Mandarin, Russian, Spanish, Urdu
2014	29647	7766	1107	French, Gaelic (Learners), German, Italian, Latin, Mandarin, Russian, Spanish, Urdu
2016	23382	9005	1474	French, Gaelic (Learners), German, Italian, Latin, Mandarin, Spanish, Urdu
Trend 2012-16	-49%	12%	34%	
Trend 2014-16	-21%	16%	33%	

Our consultation and our Action Plan are part of our contribution to the strategic planning process. UCMLS has engaged intensely and collaboratively across sectors with our partners such as SCILT, SALT, LANGS, and Education Scotland as well as with individual schools and teachers within the constraints of time and finance. Since August 2016 UCMLS is represented on two Strategic Implementation Groups (SIGs) in support of 1+2, focusing on education and wider engagement respectively. Our action proposals feed into but have also been informed by decisions made in these meetings.

On 10 March 2017 we presented our Action Plan in draft form at a national event in Glasgow and invited the cross-sector audience present to comment and contribute to the final version. The present document is the result. We will review our Action Plan on an annual basis.

Looking Back: Actions to date

Collaborative initiatives

- a. SCILT led: Business Brunches, Mother Tongue Other Tongue poetry competition, Word Wizard spelling competition, Language Linking, Global Thinking. increase of number of events and regional outreach¹
- b. UCMLS led: establishment of 4 regional hubs (Central, North, East, West) with cross-sector meetings held twice annually in September and January/February respectively
- c. National cross-sector conferences at the University of Strathclyde in May 2013, 2014, 2015
- d. Liaison with SCDE (Scottish Council of Deans of Education – previously Scottish Teacher Education Committee aka STEC) to enable cohesion within and between university departments

A national event was held on 9 September 2016 at the University of Dundee, where we took stock of 1+2 from a cross-sector perspective. On 29 November 2016 we held a further national event at Atlantic Quay, in collaboration with Education Scotland. This time we invited Associate Professor Angela Scarino to talk to us on the different language curriculum frameworks arising in Australia.

We also conducted two consultative online surveys for teachers in 2016 and 2017. Several people/ organisations have contributed brief ‘thought pieces’ which you find in the appendices.

There are a number of individual HE institution led initiatives (see Appendices for further details)

It is also worth highlighting that several Initial Teacher training pathways in HE offer language study as an option (ab initio or advanced).

Our actions in support of 1+2 have the overall aim to help change attitudes to language learning. This is why, for example, we have participated in the promotional initiatives led by SCILT and have a range of engagement activities between undergraduate students learning languages and schools.

Actions in progress

UCMLS is working closely with SCDE who are creating a digital resource to support ITE students, experienced language teachers and teacher educators due to be available in October 2017.

Additionally, a new OU/FE/SCILT collaborative initiative for teacher language training will be available as a pilot from autumn 2017

¹ See www.scilt.org.uk/beyondschool

Moving Forward: Proposed Actions from 2017

Table 1: UCMLS-led actions September 2017-June 2018

We intend to...
Continue to support on-going SCILT-led initiatives (Business Brunches, Mother Tongue Other Tongue, Language Linking Global Thinking, Word Wizard) but also explore the feasibility of piloting or extending additional promotional initiatives, e.g. Translation Wizard, Language Challenge.
Collaborate with SCILT and Bilingualism Matters to publicise via SCILT's online journal, the Scottish Languages Review & Digest, abstracts of research studies examining links between L2 learning ('multilingualism') and L1 literacy
Continue our collaboration with SALT through participation in TeachMeets where appropriate, and presentation at the SALT Annual Conference
Plan another video presentation in Nov-2017 from a noted academic in an Anglophone context
Support OU in piloting and evaluating a new national language training model for primary teachers
Forge closer links with SCDE languages subgroup. Some staff from languages education are already participating in UCMLS meetings but this could be built upon. We will help publicise the SCDE language research digital tool educational tool when it goes online and will use our contacts in SALT to get feedback on its usefulness.
Ensure there is more cohesion within and between university departments (SCDE/UCMLS)
Support Schools of Education in our universities in implementing the new National Teacher Education Languages Framework due to be published in October 2017 (SCDE)
Explore new ways of increasing links with language teachers in schools, e.g. using new technologies
Lobby for GTCS changes to primary ITE languages requirement
Ask for thought pieces on 1+2 from other stakeholders (e.g. BSL, Gaelic, Polish...)
Forge closer links AHRC-funded Open World Research Initiative, particularly the 'Multilingualism-Empowering Individuals Transforming Society' (MEITS) strand and the research project within that which will examine language policies in the devolved administrations (Scotland, Wales and NI)
Forge links with the American Council on the Teaching of Foreign Languages (ACTFL) with the aim of learning from one another
Explore the feasibility of financing a prolonged media campaign in 2018-19 with regard to the relevance of language and intercultural skills (possibly via links with the Creative Multilingualism strand of OWRI)
Hold a national review of our Action Plan in March 2018

Proposals based on feedback from cross-sector hub meetings:

In summary, teachers and other stakeholders responding to our consultation told us that in order for 1+2 to be implemented successfully we need to have:

- primary teachers that are effectively trained and qualified to deliver 1+2
- time to consult with colleagues in other sectors to plan quality joined-up language provision
- greater clarity on the overarching aims of 1+2 and the meaning of Education Scotland guidelines
- greater buy-in from head teachers, parents and employers
- a clear steer from Scottish Government that implementation of 1+2 also helps to address the Attainment Challenge

Below we propose the following actions to address those concerns that we feel we can influence, in collaboration with others.

Table 2: Proposed short term collaborative actions (2017-18)

Proposed Actions 2017-18	Other organisations/sectors involved alongside UCMLS	Priorities of 1+2 SIG Education Plan
Put UCMLS and SCDE contact details and university initiatives on SCILT website for teachers to explore. PTs, network leaders, lead learners, QIOs, DOs can then share with all relevant school contacts so everyone can access and have this information – not just those who are able to attend hub meetings.	SALT, LANGS, SCDE, LA and school staff	Communication and engagement Collaboration Curriculum Professional Development
Explore ways of increasing interaction and collaboration with cultural organisations in all educational sectors.	Institut Français, Goethe Institut, Consejería	
Collaborate on closer links between Education and Language Departments and other related departments in Universities.	SCDE and relevant university departments	
Explore the use of technology so that more schools can take part in current joint initiatives, e.g. use of video conferencing at Business Brunches.	SCILT	
Explore the feasibility of developing more joint initiatives for primary schools and expanding some initiatives to FE and HE 16-25 age category, e.g. MTOT and WW	SALT, LANGS, SCILT, LinC ²	
Set up physical regional networks (e.g. hubs, strategic working groups, action planning cross-sector) and virtual networks (online portal to share info on research, events, use hashtag).	LAs, schools, LinC, LANGS	
Widen pool of speakers who can go into schools and talk to pupils re: benefits of languages and career possibilities. Add to SCILT database	University Alumni associations, SCILT	
Provide support/training/guidance for university careers advisors and pastoral staff on the benefits of languages, cultural and transferable skills.	SDS, SCILT, SIG Wider Engagement, DYW	
Lobby for greater clarity on what 1+2 actually wants to achieve in the long term for Scotland as this will guide implementation, especially in L3, e.g. progression, language benchmarks, bilingual learners, mobility, mind-set, economic gain? We want to see more research-informed guidance.	SALT, LANGS, ES, SG, SCDE	
Lobby Scottish Government to make the links between languages and literacy clearer to all stakeholders, especially within schools.	SALT, LANGS, SCILT, ES	

² Languages into Colleges: a cross-sector initiative led jointly by SCILT and UCMLS to revitalise language provision in colleges

Table 3: Proposed medium term actions (2018 – 2020)

Proposed Actions 2018-20	Other organisations/sectors involved alongside UCMLS	Priorities of 1+2 SIG Education Plan
Explore ways of creating greater interdisciplinary activity in all educational sectors, e.g. languages in drama, business, arts, STEM subjects.	Schools, SALT, LANGS, FE & HE depts.	Communication and engagement Collaboration Curriculum Professional Development
Seek to establish further sustainable cross-sector partnerships.	SIG Wider Engagement, LinC, Businesses, SCILT	
Explore feasibility of offering language learning sessions from more universities/colleges for current primary teachers to promote collaboration and to QA courses.	SALT, LANGS, LAs, LinC	
Explore collaboration in research and knowledge exchange around languages, e.g. literacy, policy and implementation, cognition	SALT, LANGS, SCDE, SCILT, OWRI	
Explore the possibility of offering summer school for pupils from socio-economically deprived areas. Funding could come from equity fund, attainment challenge, charity funding.	Schools, SALT, LANGS, Cultural organisations,	
Develop a campaign to promote benefits of languages, intercultural diversity, inclusion, especially post-Brexit. Develop a campaign to change mind-set, attitudes and values towards languages and increasing out-bound student mobility. High-profile promotional initiatives. Explore the possibility of developing a cross-sector vocational Erasmus+ project aimed at 16-25 year olds.	SIG Wider Engagement, LinC, British Council, OWRI	
Explore ways of increasing diversity of languages, including greater collaboration with BSL, Gaelic, Classics	SALT, LANGS, Representatives from BSL, Gaelic, Classics	
Lobby for a move from STEM to MELTS – campaign, collaborative working, interdisciplinary working, links to industry and business	SIG Wider Engagement, SIG Education, LinC, SALT, SCILT, DYW, LANGS	
Lobby GTCS to make a decision on ML qualification and primary ITE (on entry and/or exit).	SALT, SCDE, GTCS, Scot Gov, SIG Education, LANGS	

Table 4: Proposed long term actions (beyond 2020)

Proposed Action beyond 2020	Other organisations/sectors involved alongside UCMLS	Link to Area of Priority of SIG (Education) Plan
Lobby for funding for FE and HE to implement languages further for (a) Primary ITE (b) Interdisciplinary education.	SALT, SFC, SQA, FE, HE, SCDE, LANGS	Collaboration
Certain prerequisites will need to be in place before we can make additional plans		

Appendices

1. Scottish Government Strategic Implementation Group (Education): Key Messages Document and Action Plan
2. Language Learning in Schools Strategic Implementation Plan
3. Overview of Language provision in universities
4. Overview of UCMLS contacts in universities
5. Overview of UCMLS-led collaborative additional activities
6. Open World Research Initiative – Official Launch
7. Literature References
8. **Thought Pieces and Responses to Cross-sector Partnerships Consultation from**
 - A. Bruce Robertson, Association of Directors of Education in Scotland and 1+2 SIG Education
 - B. Gillian Campbell-Thow, Scottish Association of Language Teaching (SALT) and 1+2 SIG Education
 - C. Ann Robertson, Chair, Languages Network Group Scotland (LANGS)
 - D. Inge Birnie, Researcher (University of Aberdeen) for the Scottish Council of Deans of Education Languages Group
 - E. Prof Antonella Sorace, Director, Bilingualism Matters, University of Edinburgh
 - F. Arlette Holmes-Henderson, Classics, University of Oxford

Appendix 1: 1+2 Strategic Implementation Group (SIG) Education – Key Messages Document

1+2 Languages – a continuing policy

Languages are one of the eight areas of Curriculum for Excellence, and the Scottish Government **remains fully committed** to the 1+2 policy to enhance and extend language learning for all children and young people from early primary stages onwards.

This commitment was emphasised in a letter from SG Learning Directorate to all local authority Directors of Education in August 2016, which committed a **further £5m** of SG funding to the policy during 2016-17, bringing the total support provided by SG for this policy since 2013 to £21.2m.



The Scottish Government's **Delivery Plan for Education**, published 28 June 2016, further underlines the importance of developing the provision of language skills within education:

'We will take action to help young people develop the skills and knowledge they will need in the workplace in particular in the areas of STEM, digital skills and languages' (page 9) <http://www.gov.scot/Resource/0050/00502222.pdf>

The Scottish Government fully recognise that **developing teacher capacity** to deliver the policy is central to the success of the policy. This includes Initial teacher education and Career Long Professional Learning in all forms. Further, **strong leadership** at all levels is essential to planning and delivering a strategic approach as the basis for long term sustainable change, with at their centre robust plans for teacher support and development.

As part of this, the Scottish Government wish to underline the necessity for strategic planning to be undertaken on a **collaborative** basis, on a cluster basis, within or across local authority boundaries as circumstances require. This expectation was made clear in this summer's letter to Directors.

We expect local authorities to implement 1+2 such that the first additional language (L2) is provided from P1 onwards and the second additional language (L3) by P5 at the latest. We also expect learning in L2 to be an **entitlement up to end of S3** and that there will be opportunities for L3 learning in S1-S3. We recognise that challenges exist and we expect schools and local authorities to plan for this strategically in ways which are realistic and sustainable.

The Strategic Implementation Group for the 1+2 policy is developing a **strategic plan** (see Appendix 2) to support all aspects of 1+2 implementation going forward; this is due to be published by the end of the year.

The experience of learning an additional language early in life is known to support key cognitive **skill development** and boost mother tongue literacy skills. It reinforces literacy skills of talking and listening, reading and writing as well as the transferable skills such as adaptability, flexibility and enhanced communication. All of which link to the [purpose of the curriculum as encapsulated in the four capacities](#) and the [Delivery Plan](#)

It supports the equity agenda by building confidence, fostering interest in other cultures and encouraging tolerance and respect.

"You live a new life for every new language you speak. If you know only one language, you live only once." Czech proverb

Appendix 2: 1+2 SIG Education – Strategic Plan for Implementation 2017-2021

The full range of documents in support of the 1+2 language policy can be viewed and downloaded from this site: <http://www.gov.scot/Topics/Education/Schools/curriculum/LanguageLearning>

Vision

Scottish Ministers have a clear message to all stakeholders that it is normal to learn language from P1 as part of Curriculum for Excellence and that every primary teacher will be a teacher of languages in the future. In this way all our young people will understand the value of having language skills and of its worth as a skillset for employability.

To achieve this vision the SIG members will focus on the priority areas of this Plan working to support Local Authorities who are implementing this policy. This will include developing their approaches together in terms of sharing practical resources and sophisticated strategic approaches with a clear aim for effectiveness, efficiency and optimising the experience for all children and young people.

Context

Today's children and young people are growing up in a multilingual world. The ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part as global citizens.

Languages are one of the eight areas of Curriculum for Excellence which recognise the importance of language learning as a skill which enables our young people to participate fully in a global society and economy. The experience of learning an additional language early in life is known to support the development of key cognitive skills, boost mother tongue literacy skills, broaden horizons and encourage tolerance and respect. Learning a further additional language allows for progression in language acquisition and fosters further interest in other cultures.

The Scottish Government's policy on language learning (a 1+2 approach) is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards; this language (known as L2) is an entitlement up to the end of S3. Additionally, each child should have the opportunity to learn a second modern language (known as L3) at the latest from P5 onwards, with opportunities for learning in this or another second modern language continuing to the end of primary school. Young people are entitled to learn a second language within their broad general education i.e. within the S1 to S3 experience.

Since 2013 the Scottish Government has provided development funding to local authorities totalling £21.2m, including £5m in this financial year 2016-17, to support activity that works towards the sustainable implementation of this model of language learning by 2021.

In addition, Scottish Government funding has been provided annually to SCILT, Scotland's National Centre for Languages and CISS, the Confucius Institute for Scotland's Schools to provide national level support and co-ordination of activity, in partnership with schools, local authorities (LA) and Education Scotland, to support the enhanced provision of language learning in schools.

Progress

We acknowledge that significant progress has been made to date on the implementation of language learning in schools. This is enabling more and more young people across Scotland to access high quality language teaching and learning, starting in primary, continuing throughout broad general education in to secondary school and onward to national awards and qualifications. The work carried out by ADES to review progress, along with on-going dialogue with stakeholders, demonstrates this good progress but also signals that there is still more to be done.

That is why, in order to further develop, embed and sustain this work, we have developed with partners a Strategic Plan for Implementation of our language learning policy in schools by 2021. In doing so it has been recognised that there is a need to refine the key priority areas over time that all stakeholders in the system can identify with and focus on. There is a recognition that funding is important, but this alone will not deliver the changes we want to see.

The Plan fully recognises that developing teacher capacity is central to the success of the policy along with robust plans and support for on-going professional development. It also recognises that a strategic approach as the basis for long term sustainable change is essential, requiring strong leadership at all levels.

The Education Strategic Implementation Group (SIG) for languages will play a key role in ensuring successful implementation of this plan.

Areas of priority action

In the interests of providing strategic direction on implementation of the policy in the next 4 years, the following areas of priority have been determined in discussion with stakeholders who are our Implementation Group members. These areas will contribute to the original ‘creating the conditions’ priorities agreed with a specific focus on impact in schools, and are based on experience of what has worked most effectively to-date. They are intended to provide a reference point for national and local decision making on actions and support that will help us in meeting our ambitions for language learning in schools by 2021. Across all of these priority areas it is acknowledged that all levels of the system need to demonstrate **effective leadership** if our ambitions are to be met.

1. **Communication and engagement** - Building on the context set out above the Scottish Government will lead in making clear the role and importance of language learning in schools. This will include a clear narrative on the place of language learning in the curriculum and its contribution to improving literacy, numeracy, employability and health and wellbeing, all as part of our vision for the Scottish education system to deliver excellence through raising attainment and achieving equity.
2. **Collaboration** - It is clear that more can be done to ensure most efficient and effective use of the resources available for languages across the education system, including through strategic planning on a collaborative basis, within or across local authority boundaries. We will work with partners to identify and support appropriate opportunities for this to take place.
3. **Curriculum** - Effective curriculum models, inter-disciplinary learning and clear learner progression and pathways for language learning are essential to the success of our languages policy. We will ensure the promotion of effective practice and models for language learning, including supporting joint working between primary and secondary schools on content, skills and approaches to learning and to enable effective transition, progression and continuity.
4. **Professional Development** - In order to ensure the sustainability of the policy, teachers require to have access to high quality professional development in languages pedagogy, and to upgrade their language skills and knowledge both early on in their careers and as necessary at other points. We will work with schools, local authorities, Initial Teacher Education Institutions and the General Teaching Council for Scotland to review and build on the strengths of current programmes.

NB: The key SIG member is the lead organisation. It will not be the only organisation involved in the action.

The abbreviations in the Plan are as follows:

ADES	Association of Directors of Education Scotland	CLPL	Career Long Professional Learning
ES	Education Scotland	GTCS	General Teaching Council of Scotland
ITE	Initial Teacher Education	LA	Local Authorities
SALT	Scottish Association of Language Teaching	SCDE	Scottish Council of Deans of Education
SCILT	Scotland’s National Centre for Languages	SG	Scottish Government
SQA	Scottish Qualification Authority	TEI	Teacher Education Institutes

Language Learning in Schools – Strategic Plan for Implementation 2017-2021

Priority Area	Objective	Areas of Action 2017-2021	Key SIG members	Measures
Communication & Engagement	Clarity and consistency of understanding and expectation across schools, local authorities, further & higher education, employers, into wider society.	<ol style="list-style-type: none"> 1. Deliver sustained, relevant messaging showing strong commitment, especially to reach leaders and decision makers. 2. Provide events and activities: <ol style="list-style-type: none"> a) with wide-ranging cross-sectoral participation b) for specific sectors c) led by SIG members' own organisations and by non-members d) to promote languages opportunities in further/ higher education/ workplace. 	SIG members SG and ADES strong messages in particular	<p>In addition to recording progress against particular actions, the following are key sources of evidence of progress in terms of outcomes:</p> <ul style="list-style-type: none"> ● Local authority updates to identify progress and refine areas for support, including evaluation work. ● Evaluation work building upon the ADES 2015 research. ● Evaluation work led by ES. ● Research led by academics. ● Information about breadth of provision and uptake at HE/FE and community learning. ● Social/Attitudes Survey information. ● Data about uptake and attainment in SQA qualifications and other forms of accreditation. ● Possible Pisa interest if global skills are included.
Collaboration	Effective and efficient collaborative partnerships.	<ol style="list-style-type: none"> 3. Support effective collaboration at every level to support LT strategic planning for change: <ol style="list-style-type: none"> a) all stakeholders: dialogue, joint planning and cooperation to support development in languages within CfE and beyond. b) schools and LAs: sharing plans, resources and innovative approaches, e.g. technology, native speakers, twinning, flexible learning opportunities. 	SIG members	
Curriculum	Clear and effective curriculum design to ensure progress through primary and secondary schooling, and beyond.	<ol style="list-style-type: none"> 4. Support, guidance and resources for practitioners at all levels, e.g.: <ol style="list-style-type: none"> a) Guidance on approaches to L2 and L3 planning from early years through to upper secondary, including transitions recognising that there is no hierarchy of languages, and in L2, cohesion and progression must be paramount. b) Tools to support high quality progression in all settings nationally, including re- evaluation of secondary approaches and innovative development. c) Active support for effective use of native speakers in schools. 	ES, SCILT SALT	
Professional Development	Practitioners equipped, enabled and empowered to deliver high quality language learning in primary and secondary schools, recognising the strong connection between ITE and CLPL.	<ol style="list-style-type: none"> 5. Equip those undertaking ITE to an agreed level to teach languages (and literacy through language) within CfE, supporting motivation, relevance, achievement and attainment. This requires national strategic planning by TEIs and SG. 6. Ensure that languages CLPL for all practitioners is sustainable and responsive to specific needs e.g. pedagogy, language skill, strategic planning, and curriculum design. 7. Encourage diversification and uptake of opportunities for professional recognition, including more dual registration. 8. Promote practitioner enquiry, research and professional dialogue at all levels to support evidence based practice. 	SCDE SCILT, SALT, ES GTCS SCILT, SCDE	

Appendix 3: Overview of Language Provision in Scottish UCMLS Institutions

NB: Provision can be subject to change at short notice

	French	German	Spanish	Italian	Arabic	Chinese	Greek	Japanese	Latin	Polish	Portuguese	Russian	Turkish	BSI	Danish	Norwegian	Swedish	Catalan	Czech	Hebrew	Persian	Urdu	Gaelic	EFL/EAP	Welsh	
Aberdeen	●	●	●		●	●											●						●			
Dundee	●	●	●	●	●	●	●	●	●	●	●	●	●	●										●	●	
Edinburgh	●	●	●	●	●	●		●			●	●			●	●	●	●					●			
Edinburgh Napier	●	●	●	●																				●		
Glasgow	●	●	●	●	●	●	●	●		●	●	●						●	●	●	●	●	●	●		
GCU	●	●	●	●		●					●															
Heriot-Watt	●	●	●		●									●								●	●	●		
UHI																							●			
OU in Scotland	●	●	●	●		●																		●	●	
St Andrews	●	●	●	●	●							●									●					
Stirling	●		●																							
Strathclyde	●		●	●																						
UWS	●	●	●																				●	●		

● degree provision

● credit/non-credit bearing provision

Appendix 4: UCMLS – Initial Contacts

Institution	Name	Email
Aberdeen	Edward Welch Sonia Domingo	edward.welch@abdn.ac.uk s.domingo@abdn.ac.uk
Dundee	Marion Spöring, Chair UCMLS	m.m.g.sporing@dundee.ac.uk
Edinburgh	Annette Götzkes	a.gotzkes@ed.ac.uk
Edinburgh Napier	Christine Penman Mariano Rossi	c.penman@napier.ac.uk m.rossi@napier.ac.uk
Glasgow	Paul Bishop (UCMLS Committee) Eamon McCarthy (recruitment and schools liaison)	paul.bishop@glasgow.ac.uk eamon.mccarthy@glasgow.ac.uk
Glasgow Caledonian	Margaret Aitken	margaret.aitken@cityofglasgowcollege.ac.uk
Heriot-Watt	John Cleary	j.a.cleary@hw.ac.uk
OU in Scotland	Sylvia Warnecke	s.warnecke@open.ac.uk
St Andrews	Joe Carson	jsoc@st-andrews.ac.uk
Stirling	Jean-Michel DesJacques	jean-michel.desjacques@stir.ac.uk
Strathclyde	Cedric Moreau	c.moreau@strath.ac.uk
University of the Highlands & Islands	Donna Heddle	donna.heddle@uhi.ac.uk
University of the West of Scotland	Fernando Leon-Solis Laurence Giraud-Johnstone	fernando.leon-solis@uws.ac.uk laurence.giraud-johnstone@uws.ac.uk

Appendix 5: Overview of additional cross-sector activity in individual UCMLS institutions

These are in addition to SCILT-led projects: Word Wizard, Business Brunches, Mother Tongue Other Tongue, Language Linking Global Thinking; and the Regional Cross-sector hub meetings. Update March 2017, MS

Aberdeen (North hub) Contact: Prof Edward Welch

We are into our second year of the Language Ambassador programme, with around 20 Honours-level students involved. Student visits to schools took place in the autumn, and we have some students undertaking placements in primary schools in Aberdeen City, working with teachers to deliver 1+2 language teaching activities.

The French Department is running CPD sessions for primary school teachers in March in collaboration with Aberdeen City Council, involving our current *lecteur* and *lectrice* as well as some Language Ambassadors. The scheme is part of a range of activities we are developing in association with the Institut Français in Edinburgh.

We have given presentations as part of SCILT events at schools in Banff and Buckie in January and February, and working with the Highlands 1+2 co-ordinator on a tour of schools across the north of Scotland (Fort William, Inverness, Dingwall, Thurso) to take place during April.

Dundee (Central hub) Contact: Marion Spöring

Distance learning language programmes in French, German, Spanish, Graduate Diplomas GTCS accredited for teachers, and F,G,S, Gaelic and Chinese beginners + feeding into Graduate Diplomas (from A1 to C1 CEFR)

Languages for All (evening programmes in a range of Languages, including BSL) open to public, teachers and senior pupils

Regular Business language competition in conjunction with Dundee schools (digital presentations)

University wide programme of peer tutoring (students on placements in PanTayside schools), part of the Dundee Plus award for students

CPD language courses (f2f) for teachers in PanTayside

Language ambassadors

Chinese Saturday taster courses for primary and secondary pupils; Chinese outreach programme in Dundee schools in conjunction with the Confucius Centre at the University of Aberdeen; Chinese Chat Club

Open Days

Edinburgh (East hub) Contact: Annette Götzkes

J-Clan Initiative: Introduction to Japanese Culture and Language Teaching in Primary Education

Mandarin Taster Session Primary Education

Widening Participation: Workshop with S1 pupils

Student Plays (Spanish, French, German, Italian) February-March (pupils invited to free dress rehearsals)

4th Year Language Ambassadors (German, French, Italian plus joint honour second languages) and Whole Year Language Ambassadors

Migration: Film, Exhibition and workshops of students' refugee work in Germany. Also Summer School in Germany with volunteer refugee work (July): 3-week Summer Schools Refugee children were immersed in German language by activities organised by the students in the afternoon.

Spanish Film Festival: Special screenings for schools, followed by workshops and activities (e.g. contemporary dance workshop, colloquium on music).

Speed Networking (German plus other LLC languages) (November)

Speed Networking (All Languages): Pupils studying Highers are invited to university to gain some first insights and impressions of student life. An alumni or current students from UoE give a talk about how learning languages has benefitted their careers/ enriched their experience. About 16 LLC students from first to 4th year are interviewed by the pupils about their experience at university. Students are selected from different years and degree combinations. A

poster wall gives information on why learning languages is a smart career choice. Pupils and students had the opportunity to engage with a careers advisor about possible job opportunities and career paths open to linguists.

Concours de la Francophonie, a national competition for schools organised in partnership with SCILT. These workshops are be run by teachers from the Institut Français d'Ecosse with student ambassadors from the University of Edinburgh

Club Leughaidh Cuilean Craicte (Gaelic): The club is a collaborative project run by partners from Celtic and Scottish Studies U of E, Sabhal Mòr Ostaig UHI, and Barrington Stoke, a commercial publisher. It aims to support children in Gaelic medium education in their literacy and language acquisition by providing them with Gaelic chapter books for independent readers (aged 7-12 approx.) through a book club model. The project is designed to promote independent reading for pleasure, increase vocabulary and encourage children's' use of Gaelic beyond the classroom.

Celtic and Scottish Studies in partnership with Bun-sgoil Taobh na Pàirce – developing learning on the Celts: CSS staff developed and delivered a series of workshops for upper-school pupils from Edinburgh's Gaelic primary school, Bun-sgoil Taobh na Pàirce, as they embarked on a whole-school project on the Celts, in response to the National Museums of Scotland's 'Celts' exhibition working with curators from the University's Centre for Research Collections and the National Library of Scotland. Workshops were designed to develop areas of learning tailored to the distinctive curriculum needs of Gaelic-medium pupils, and that complemented the museum exhibition by introducing the children to aspects of Celtic languages, literature and culture.

Reading for Pleasure in Gaelic: interactive workshop session outlines the benefits of reading for pleasure in Gaelic for children's linguistic and educational development, and their emotional connection with the language. All parents and carers of school-age children welcome.

Edinburgh Napier (East hub) contact Mariano Rossi

Workshops for secondary schools

Languages in the Workplace

Advanced Language Learning Skills

Heriot Watt Edinburgh (East hub) contact John Cleary

Multilingual debate (every March): pupils are invited to watch an exhibition of multilingual Conference Interpreting in action, with the 4th Year and Masters students as the conference interpreters. The MLD is streamed live to other Scottish schools, and international partners, so a further 300 pupils are able to watch the debate in addition to the 450 who attend the two debates.

Supporting Larbert High's "school of languages" initiative, and welcoming groups of pupils who have just started learning French and Spanish.

School visits to promote language studies, and welcoming visiting school parties.

The British Sign Language section has received a Scottish Universities Insight Institute grant to explore how BSL can be integrated into the 1+2 Plan

Strathclyde (West hub) contact Cedric Moreau

Language Ambassadors

Language Taster Days

CPD courses

Open University (all hubs) Contact Sylvia Warnecke

a series of lectures for careers events at Scottish schools to highlight the importance of languages for careers

Languages ambassador scheme for our Level 2 students, where work together with Scottish schools during their residential school, to provide the secondary education and HE link, to give our students employability experiences, as they work with the schools before and after their residential school as well.

Producing a Scots Open Educational Resource to raise awareness of this language with its history and culture, to promote this as a language in its own right. This is targeted at tutors in a wide range of education settings from schools to prison, who work with students who speak Scots on a range of levels. This is produced in collaboration with many stakeholders from the Scots language 'scene' in Scotland, Lucy McLeod from OUIS and OEPScotland, to be launched by Minister for Education in September 2017

Developing a primary teacher training course (40 credits) which offers learning 1 out of a choice of 3 languages (based on beginners' modules in French, German, Spanish) along with aspects of the pedagogy and methodology of teaching these languages at primary level). The course will be developed in collaboration with SCILT and delivered in collaboration with SCILT and Edinburgh College (to be expanded to a wider college network). The course will be piloted from September 2017 onwards with in-service primary teachers in West Lothian, Murray as well as Highlands and Islands.

We are also again offering all our Level 1 language modules for students on the YASS programme across Scotland. The number of these students is increasing steadily, around 100 in languages at the last count. We have adopted a new strategy in collaboration with schools, which has proven really successful - schools now timetable a slot in the S6 timetable for the students studying the YASS modules

St. Andrews (Central hub) Contact: Joe Carson

Visits to and from local schools

Student shadowing scheme

Diary of language activities events (suitable for school pupils and teachers to engage in)

Taller programme (for Scottish teachers of Spanish)

Languages Open Days

Interdisciplinary module open to final year students in semester 1, providing direct teaching experience through a mentoring scheme with teachers in local schools

Reach, First Chances, Sutton Trust, French and Music at Madras outreach project

Stirling (Central hub) Contact: Jean Michel DesJacques

Student ambassadors and Open Days

The volume of activities has increased greatly, particularly the demand for Student Ambassadors. This means that a great variety of subjects (combined degrees of all kinds) and backgrounds (Erasmus exchanges/foreign & local students) are well represented, which is ideal for schools wishing to promote languages. Our students involved in Primary Education with specialism in modern languages are currently on placement and will come back to us after the semester break. This ensures a 'language' presence in many primary schools.

UWS (West hub) contact: Laurence Giraud-Johnstone and Fernando Leon-Solis

We have delivered French and Spanish courses to Primary School teachers in collaboration with Renfrewshire Education Council.

We are working in partnerships with local primary and secondary schools via sending volunteer Erasmus students as Language Assistants to assist or take part in language activities under the supervision of classroom teachers. (pilot study)

We are involved with local primary schools on a "1+2" into practice research project, investigating the perceived impact associated with the implementation of the "1+2 languages policy" in terms of management, engagement, resources, pedagogy and methodologies.

Appendix 6: Open World Research Initiative – Official Launch

It is a reality for most people that the world we live in is becoming more multicultural, with our exposure to other languages, customs and practices increasing daily. In a country like the UK, we often assume that most people we encounter, here and overseas, will be able to communicate in English and it will always be that way. But what if that were not the truth? The presence of other languages and cultures in society is commonly seen as a problem – how do our children learn in a school where there are multiple different languages being spoken by their fellow pupils; how do we function at work when our colleagues and clients may be on the end of a line anywhere else in the world; how can we explain complex medical conditions to a doctor who may not have trained in the country they are practising in? But what if this exposure to other languages and cultures were not a problem, but presented us with opportunities – increased job prospects, feeling more comfortable visiting other countries and building our self-confidence in communicating with other people in our day-to-day lives?

Under the Open World Research Initiative (OWRI), the AHRC is investing in four major research programmes that aim to explore the central role languages play in relation to key contemporary issues such as social cohesion, migration, security, health, business and diplomacy; and have a substantial impact on the study of modern languages in the UK. The projects will work with over 100 partners, ranging from schools and sixth form colleges to the BBC and government departments, in the UK and internationally. The research will be undertaken across 22 languages and 18 academic disciplines.

Professor Andrew Thompson, Chief Executive, Arts and Humanities Research Council comments: “The AHRC’s Open World Research Initiative has an ambitious set of aims. As a major, multi-million pound investment to 2020 in our priority area of Modern Languages, OWRI seeks to raise the profile and visibility of Modern Languages and the crucial role they play - within their universities, within the arts and humanities, and within society more widely. As a highly competitive process, the OWRI funding call challenged researchers, universities and a variety of public and private partners outside of higher education, to reflect on the educational value of modern languages and their potential to address the issues faced by more diverse, multicultural, and multilingual societies at a time of new and accelerating forms of globalisation. The range of universities and partners involved in the four successful projects, which encompass 18 different disciplines, are testimony to the ways in which the communities concerned have risen to the challenge set by the AHRC.”

The programmes being funded are:

Creative Multilingualism led by Professor Katrin Kohl at the University of Oxford with Co-Investigators at: Birmingham City University, School of Oriental and African Studies, University of Cambridge, University of Pittsburgh, University of Reading

Cross-Language Dynamics: Reshaping Community led by Professor Stephen Hutchings at the University of Manchester with Co-Investigators at: University of Durham, University of London,

Language Acts and Worldmaking led by Professor Catherine Boyle at King's College London with Co-Investigators at: Open University, University of Westminster, Queen Mary University London

Multilingualism: Empowering Individuals, Transforming Societies (MEITS) led by Professor Wendy Ayres-Bennett at the University of Cambridge with Co-Investigators at: University of Edinburgh, University of Nottingham, Queens University Belfast

Professor Thompson continues: “The Open World Research Initiative sits within the context of AHRC’s wider commitment to modern languages, which includes the support for postgraduate research within Doctoral Training Partnerships and Centres for Doctoral Training, the intersection with the Translating Cultures research theme, alongside individual projects funded through our open call fellowships, grants and networks. The richness and diversity of those projects is one of the reasons we currently have a call live for a Modern Languages Priority Area Fellow, one of whose key tasks will be to bring together, showcase and leverage greater impact from the full range of our awards we make in this field. The AHRC’s flagship Open World Research Initiative will make a vital contribution to our understanding of how modern languages in the UK can best develop to meet the needs of global society over the coming years.”

Professor Michael Worton, CBE comments “Modern languages are increasingly important in our globalised world characterised by migration, international trade and multicultural living. However, the value of languages is still under-appreciated by potential students, employers and Government, and the numbers of young people choosing to study them continues to dwindle.

The OWRI initiative aims to transform the discipline of modern languages and to find a new voice, a new vision and, above all, a new identity for languages. The challenge for each of the successful 4-year projects is to achieve all this through research which is more radically interdisciplinary than hitherto and more imaginatively collaborative with dynamic partnerships with other universities, with schools and, crucially, with non-academic organisations in the UK and abroad.

The transformations which they envisage should change the place and profile of languages in universities and, more broadly, should help us all better to understand why languages matter so very much today.”

The above text was copied from:

<http://www.ahrc.ac.uk/newsevents/news/open-world-research-initiative-launched/>

Appendix 7: Further Reading

Below we list some additional reading to stimulate further discussion.

Born Global: A British Academy Project on Languages and Employability

If you attended the Language Symposium on 11 March 2017 (held as part of the Language Show Live Scotland), you may be interested in the report commissioned by the British Academy and written by independent consultant Bernadette Holmes, who was a keynote speaker at the symposium:

<http://www.britac.ac.uk/born-global>

Investigating Pedagogies for Language-and-Culture Learning

At the national UCMLS cross-sector event on 29 November 2016 Associate Professor Angela Scarino gave a thoughtful and insightful presentation of the language policy and language curriculum context in Australia. One of the documents she refers to in her presentation is the report she co-authored and in which the intercultural orientation of language learning is highlighted very clearly. The purpose of the report was to outline the relationships between the educational frameworks and the national language curriculum.

<http://apo.org.au/node/69789>

STEM is missing an important subject: languages

You might also be interested to read the arguments put forward by Transparent Language Inc. as to why languages need to be considered an essential element of the 'STEM' (Science, Technology, Engineering, Mathematics) subjects:

http://bit.ly/STEM_MELTS

The influence of learning a second language in primary school on developing first language literacy skills

Unfortunately, for copyright purposes, we can only include the abstract of this article, published in 2013, but it makes some salient points.

This study investigated whether learning a second language (L2) has a facilitative effect on first language (L1) literacy and whether there is an advantage to learning an L2 with transparent grapheme–phoneme correspondences. One hundred fifty Year 3 children were randomly assigned into one of three groups: L2 Italian, L2 French, and control. Children were pretested on measures of English (L1) spelling, reading and phonological processing. The L2 groups then received 15 weeks of L2 instruction in Italian or French, respectively. The L2 groups outperformed the control group on post-test measures of English reading accuracy and different aspects of phonological processing. In addition, there was an advantage for the L2 Italian group as their scores were higher than the L2 French group on English reading accuracy and phonological processing.

Murphy, V., Macaro, E., Alba, S., & Cipolla, C. (2015). The influence of learning a second language in primary school on developing first language literacy skills. *Applied Psycholinguistics*, 36(5), 1133-1153. doi:10.1017/S0142716414000095)

<http://dx.doi.org/10.1017/S0142716414000095>

Appendix 8: Thought Pieces and Responses to Cross-Sector Partnerships Consultation

A: Bruce Robertson, Co-Chair 1+2 Strategic Implementation Group Education

The Scottish Government led 1+2 languages programme is a long term policy commitment started in 2011 and due to run until 2021 aimed at making it normal for all children and young people in Scotland to learn languages from Primary 1. Recent research on this programme by ADES outlined some notable successes, enthusiasm, and sector leading work in primary schools across Scotland; teachers, educators, and our youngest learners were being creative and innovative in language learning. To date many secondary schools have not engaged in great numbers with this, and frankly seized the opportunity it provides for the future of language learning in our wee European country. However, as a result of this policy Scottish secondary schools will soon welcome youngsters with far more advanced linguistic competencies and perhaps equally important, the confidence in languages that most don't have in the traditional Scottish make up. Sadly the 12 year old that I know best falls into the category of having scant exposure to language learning in the 7 years of his Primary education.

This is difficult territory; most Primary teachers have no language qualification in their first degree and lots of professional development is required, but again ADES saw some great enthusiasm for this. I have a personal vision of specialist Primary languages teachers serving groups of Primary Schools, delivering a range of languages beyond our traditional offer in Scotland of French and German. Universities with initial teacher education responsibilities must also look at their courses and ensure their Primary graduates have the skills necessary to deliver this requirement.

The journey of a Secondary school pupil through the current system is one with pressures, opportunities and mixed messages. The principle of personalisation and choice is one that I favour in the nature of the curriculum that our teenagers follow, recognising of course the requirements of literacy, numeracy and a range of skills preparing our young Scots for life in a rapidly changing world. I do not want to see them brigaded into language learning until they leave school but I do want all schools to make the offer of a range of languages and opportunities for all learners.

What is the challenge for the secondary school Modern Languages teachers? How are they going to rise to this challenge? Yes the statistics prove that there are fewer teachers of languages and uptake in secondary schools is declining, but whose fault is that? Like many things in education, there's a complexity of factors but let's not blame Curriculum for Excellence; it is actually in Curriculum for Excellence that the opportunities for language learning exists.

Pupils, better put, our young learners, really need to see the worth of modern languages in their journey through education and there are certainly of course lots of opportunities out there for those with linguistic skills and qualifications at all levels. However the courses that schools offer must be attractive, relevant, motivational, part of a planned learner journey with real opportunities beyond school. Take advantage of the unique opportunity that the 1+2 programme gives Scotland and let language learning flourish!

Bruce Robertson

Co-Chair, 1+2 Strategic Implementation Group Education

B: Gillian Campbell-Thow (Scottish Association for Language Teaching)

SALT has been a big supporter of 1+2 from the start but we also have a vital role in representing the views of classroom practitioners across the educational sectors. With regard to 1+2 feedback from our members tells us that there is still significant work to do in 3 areas:



1. Training - both at ITE and local authority level.
2. Transitions - between all sectors, from early years through to FE/HE
3. Raising the national profile of languages – giving strong and consistent messages about the central place of languages within the attainment challenge

Training

Although the implementation phase is now past the half-way stage we have not yet had a clear steer about the implications of 1+2 for ITE at primary level. There is no mandate for parity across the country, and feedback from members tells us that there are HUGE disparities in experience both in teaching and learning. Local Authorities continue to try and plug gaps in training to a greater or lesser extent but for some, training is at the expense of online materials being used as a substitute for methodology. Some authorities are beginning to share expertise and resources but again, the lack of coordinated guidance and training has resulted in unequal provision.

Transition

Big challenges remain to be overcome at every stage, and we are still hearing of learning communities being told 1+2 is not a priority therefore staff cannot be released from class to meet or facilitate transition events although this happens for other subjects. Widening access projects have helped to raise awareness of languages at HE but save for a few exceptions transitions to FE/HE are non-existent.

National Profile of Languages

There is a perception amongst the majority of our members that 1+2 has fallen off the national agenda. Mixed messages from Scottish Government have allowed key decision makers in education to argue that languages are not part of the drive on numeracy, literacy and health and well-being. STEM subjects seem to be another big focus. Occasional Government announcements about encouraging children to learn languages are insufficient; it must be followed through with a sustained awareness-raising campaign. In order to do this successfully, however, we need to have a clear and consensual view on what successful implementation of 1+2 should look like. Should we expect to see greater numbers of uptake at senior phase? Should we have more awards for language for life and work? Certainly, where schools have managed to create a positive ethos for language learning particularly in the Senior Phase we need to highlight this and give teachers on the ground the chance to talk, share and explore. We have been told that one size does not fit all but we do need to have a better understanding of what that means in practice.

In light of the above, and therefore despite a significant amount of funding being dedicated to 1+2, we are concerned that the policy is in danger of failing spectacularly. SALT will support any concrete effort by Scottish Government to address the challenges identified above. However, we need to do this urgently, so that the conditions for 1+2 can be created by 2021 across the whole of Scotland, with clarity as well as quality teaching and learning experiences for all.

Gillian Campbell-Thow, Scottish Association for Language Teaching

C: Languages Network Group Scotland (LANGS)

Considerations and recommendations

- There is a need for a joined up, cross-sector approach to be further developed if 1+2 is to be sustained.
- Cross-sector networks have started to develop and stakeholders are very willing to work collaboratively.
- Regional local authority lead officer and FE/HE strategic networks would support cross-sector planning, research, development and partnership working.
- Initial Teacher Education remains a key issue for the long and short term sustainability of 1+2.
- Understanding needs to be shared across sectors around language learning, language skill development (for teachers and learners) and key messages to support articulation of approaches across sectors.
- Require a better understanding of the needs of student and newly qualified teachers (NQTs) in terms of language training and understanding of 1+2 more generally. Partnerships can explore training options and feasibility of formalised professional requirements being placed on NQTs.
- Opportunities can be explored for local authorities to share existing development with regional/local FE/HE institutions e.g. Student teachers could attend local authority training courses.
- What funding is available and can this be extended to universities?
- Examples of positive responses and activities undertaken by FE/HE institutions in response to increased focus on Widening Participation. Opportunities in further exploring this pathway specifically in relation to 1+2 could be further developed and shared.
- Increased dialogue across school and FE/HE sectors could be developed to support improved understanding in progression through Languages 3 - 18, new SQA qualifications and onto FE/HE courses. Sharing curriculum, approaches and assessment information could be improved.
- There is a need for research to support the continued development of 1+2 and to drive the policy forward in an informed, research based way. e.g. Understanding the impact of languages on raising attainment. Understanding the impact of 1+2 on learners. Has it impacted on attainment in secondary ML? Comparative studies into how languages are being organised across schools e.g. time, approaches etc. Has the policy engaged learners in language learning and if so, is this sustained into a secondary setting? What does ML uptake look like in the Senior Phase and do we need to look differently at how we profile and measure all language skill? How are we supporting our multi-lingual learners across all contexts for learning? How do we best support learners with additional support needs in a multilingual learning environment? Etc.
- Many cross-sector projects are currently underway in local authorities. An audit and sharing of these projects would support wider engagement and development to capture and share this good practice in cross-sector working.
- Cross-sector projects can promote key messages around employability and language learning. Initiatives such as Business Branches (SCILT) and Language Ambassador programmes support with this agenda. Is there scope to further develop these approaches and work with departments across FE/HE to capture how language skills can enhance employability in their sectors and to promote the additionality of language skills e.g. physics with German?
- Cross-sector working at school and cluster level supports the development of robust models for transition focussed on high quality learning, continuity and progression through the Broad General Education (BGE) as a continuum. Need to continue to support schools to work collaboratively across sector and for good models of practice to be shared and promoted.
- Cross-sector interdisciplinary events could provide a forum for innovative and creative thinking around exploring languages in a range of different contexts.
- Paramount need to focus on articulating, exemplifying and promoting the key central role of languages learning in driving forward Scottish Government national priorities, as defined in the National Improvement Framework (NIF) e.g. Closing the Gap, Raising Attainment (Literacy, Numeracy, Health & Well-Being), Developing Scotland's Young Workforce.



Ann Robertson, Chair Languages Network Group Scotland (LANGS) 2nd March 2017, In consultation with a cross-section of LAs (Aberdeenshire, City of Edinburgh, East Lothian, Fife, North Lanarkshire, Perth & Kinross, West Lothian)

Digital Tool & National Teacher Education Languages Framework: Project Update February 2017

The SCDE Languages Group project was set up in response to the Scottish Government 1 + 2 Languages Policy to promote the essential role and contribution of teacher education in creating conditions in which every child in Scotland will learn two languages in addition to their mother tongue. The SCDE focuses on the work of educators and represents Schools of Education across Scotland for all language learning including modern languages, EAL, heritage languages, Gaelic-medium, signing and so on. The project, funded by seven Local Authorities, has two foci:

1. A comprehensive and easy-to-use digital resource to support the question: What do educators need to know to achieve the outcomes of successful language education within the parameters of the Scottish context? The creation of this tool is based on a systemic review of the international literature into formal language learning across ages and stages, with particular attention paid to how findings relate to the Scottish context. The impact of the 1 + 2 language policy on initial teacher education curricula and CLPL within the parameters of the Scottish context is a priority.
2. The development of a National Teacher Education Languages Framework in line with the ITE Inclusion Framework which sets out clear guidelines for languages within teacher education

The initial phase involved detailed discussions and collaborative work by SCDE Languages Group, which focussed on the conceptualisation of language learning outcomes as expressed through current curricular guidelines in the Scottish education system (CfE) and Language Policy documents at national and international levels. This conceptualisation not only identified linguistic competencies, but a wider range of processes and conditions involved in language learning, including attitudes, beliefs and identities of students and teachers, which impact on how these outcomes can be achieved. Different approaches which underpin the attainment of these outcomes will, in turn, influence the support and training teachers require, and thus the initial teacher education curricula.

The Language Group discussions identified key themes that have formed the basis for the systematic review and will guide the analysis of international research literature and practices:

- (i) Initial Teacher Education student experiences;
- (ii) learning progression and outcomes; and
- (iii) Pluriliteracies.

The digital resource will provide practical support which is research-informed for educational professionals aimed at student teachers, teachers, advanced professionals, and teacher educators. This online resource will provide different levels of detail for each group and be searchable by themes or key words. The National Teacher Education Languages Framework is currently being designed. The digital resource will be available for educational professionals in October 2017.

Inge Birnie, Researcher, University of Aberdeen, on behalf of:

SCDE Languages Group: Universities of Aberdeen (Do Coyle); Dundee (Carrie McLennan); Edinburgh (Yvonne Foley, Mike Lynch, Richard Easton, Fiona O'Hanlon); Glasgow (Hazel Crichton, Francisco Valdera-Gil); Stirling (Lorele Mackie); Strathclyde (Joanna McPake, Alan Huang) and West of Scotland (Margaret Allan, Lindsay Dombrowski).

Language learning: an investment for life

A “bilingual” for many people is a person who learned two languages in early childhood and speaks both perfectly. However, the perfect bilingual probably doesn’t exist: even those who grew up bilingual are generally more comfortable in one of their languages than the other. Researchers define bilingualism/multilingualism in terms of knowledge and use of more than one languages rather than native-like competence in both. This definition make multilingualism not only more realistic but also more attainable; and something certainly worth investing in. There is in fact a strong scientific and economic case for encouraging multilingualism, in two respects. First and most obviously, there is considerable evidence highlighting the benefits to individuals, business, culture and the economy of being able to communicate freely with people from other countries in their languages and to understand local cultures. Second, and less obviously, individuals and societies benefit from multilingualism irrespective of which languages are involved, since a multilingual brain potentially operates more effectively in terms of focusing, seeing both sides of an argument, and flexibly adapting to changing circumstances. Speaking a second language may also delay the onset of dementia symptoms in Alzheimer’s patients, and may slow the 'normal' decline of mental functions in healthy ageing. These scientific discoveries contradict many widespread misconceptions about early language learning: for example, it's still common for well-meaning teachers and medical professionals to advise parents not to speak a different language at home, believing it will cause confusion and hamper children's progress in school.

Edinburgh is one of the best places in the world for research on language learning. Researchers here study multilingualism across the lifespan - simultaneous acquisition of two languages from birth, consecutive bilingualism in children, second language learning in younger and older adults. Edinburgh is also at the forefront of public engagement of research through the *Bilingualism Matters* centre, which was founded in 2008 with the aim of raising awareness about bilingualism through information campaigns, community events and professional training. Since 2008 *Bilingualism Matters* has organised hundreds of talks for schools and parent groups around Edinburgh, and information sessions for both public and private organisations in Scotland and elsewhere. It has worked on less privileged types of bilingualism as well, involving regional minority and immigrant languages: the aim here is to persuade these communities that their home languages should be regarded as resources and opportunities, not as a problem. *Bilingualism Matters* now has a large international network, with 17 branches operating in 10 European countries and in the United States.

An important part of the work of the Centre involves collaborating with educators. In Scotland, *Bilingualism Matters* contributed to the Government’s ‘1+2’ proposal for prioritising language learning in primary schools, and has been working closely with local education authorities on projects aimed at helping primary school teachers make the transition to early language teaching and pilot studies evaluating interim outcomes. It has also worked together with the University and local authorities to train student volunteers who are native speakers of Mandarin, French and Spanish to work in their languages with children and teachers in classrooms. *Bilingualism Matters* can contribute to the success of the ‘1+2’ plan by: (a) providing elements of teacher training based on research on language learning at different ages, (b) organising information campaigns for families to persuade them to support their child’s language learning experience, (c) doing research on achievements at different stages and in different contexts. A close collaboration between research and society can get Scotland closer to the goal of moving from privileged monolingualism to empowering multilingualism.

Antonella Sorace, Professor of Developmental Linguistics and Director of *Bilingualism Matters*, University of Edinburgh

F: Arlene Holmes-Henderson: Classical Languages in Scotland

The status quo

Classical languages sit alongside modern languages in Curriculum for Excellence. Classical Greek is no longer available as an SQA examination but is still taught in around 10 schools, some of which now present their candidates for English qualifications via OCR exam board. Latin is the only classical language still taught in Scottish schools via SQA. Currently, Latin is taught in around 50 Scottish schools. Most of these schools are in the independent sector, but not all.

The future outlook

A number of initiatives seek to widen access to the study of Latin in Scotland.

Classics in Communities

The Classics in Communities project (based in Oxford) ran a training course for primary teachers in June 2014. The training course sought to introduce Latin and Greek as possible L3s under Scotland's 1+2 languages policy. It was attended by 25 teachers from a range of primary schools in Glasgow, Edinburgh, Dundee and Aberdeen. The project continues to offer support to Scottish schools. See <https://classicsincommunities.org/>

The Iris Project

The Iris Project connects undergraduates teaching Latin in Scottish universities with primary schools where there is an appetite to introduce the subject. The undergraduate students teach Latin while the teachers support the lessons. Iris projects are currently underway in Glasgow, Edinburgh and St. Andrews. See <http://irisproject.org.uk/index.php/literacy-through-latin>

Classics for All

'Classics for All' is a national charity that seeks to widen access to the study of the Classical World. In January 2017, representatives from Classics for All met with SALT, SCILT, Glasgow City Council, the Classical Association of Scotland, Scottish Classics teachers and SQA to discuss ways in which the charity might be able to offer financial support to Scottish schools to introduce or develop their provision in Latin, Greek and Classical Studies. It is hoped that a pilot course of Latin as L3 in the primary sector might be trialled across one Scottish local authority in 2017, with a view to expanding this offering thereafter. Possibilities for Latin as an enrichment in the senior phase are also being explored. See <http://classicsforall.org.uk/>

Teacher training

Since 2008, there have been no teacher training routes available to teachers of Latin/Classics in Scotland. Discussions are now underway with the University of Edinburgh and University of Strathclyde in the hope that certification might become available in the near future.

Classical Studies

Scottish students can study the Classical world in translation. A new AHRC project led by Professor Edith Hall at King's College London will raise the profile of Classical Studies through high profile public advocacy events in Glasgow and St. Andrews during 2017-2018.

For more information, please contact Dr Arlene Holmes-Henderson, arlene.holmes-henderson@classics.ox.ac.uk

